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A SURVEY OF TWO HIGH SCHOOL LIBRARIES
IN JEFFERSON COUNTY, ALABAMA

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CHAPTER I

INTRODUCTION

In our modern society it is increasingly evident that the school library has become a great force within the educational movement, assuming a place of equal importance to that of any other department of the school. Therefore, in order to maintain its place of importance and make a creditable contribution to the field of education, the school library should have adequate resources and should provide efficient library service to meet the needs of the students and teachers. However, the fact is widely recognized that the quality of school library service lags far behind current needs.

The extent to which school libraries are providing services to the total educational program can be recognized only from scientific studies and investigations of specific phases of school library service. Three studies on Negro high-school library service in Alabama and another study which included one school in Alabama was made by Dr. Virginia Lacy Jones in 1945.¹ This study gives a complete picture of

¹Virginia Lacy Jones, "Problems of Negro Public High School Libraries in Selected Southern Cities," (Unpublished Doctor's Dissertation, Graduate Library School, University of Chicago, 1945).

the facilities and services of the library of the Parker High School, the largest Negro high school in the County as well as the State. The second study made in 1950 by William W. Bennett² sought to evaluate the libraries of ten selected Negro county training schools in Alabama which were accredited by the Southern Association of Colleges and Secondary Schools. A third study, which dealt with four Negro high-school libraries in Mobile, Alabama was made by Virginia Poole in 1951.² The results of each of these studies showed that provisions for library facilities were inadequate in terms of finance, physical accommodations and book collections.

Purpose and Scope

The purpose of this study is to find out to what extent library facilities and services exist in two of the accredited county high schools in Jefferson County, Alabama; the Hooper City High School in Sayreton, and the Wenonah High School in Birmingham. A comparative evaluation will be made by using the library standards of the state of Alabama, of the Southern Association of Colleges and Secondary Schools and of the American Library Association.

This survey and evaluation of library facilities and

¹William W. Bennett, "Study of Library Facilities and Services in Ten Selected County Training Schools in Alabama," (Unpublished Master's thesis, Atlanta University School of Library Service, 1950).

²Virginia Dillard Poole, "A Survey of School Library Service in Mobile, Alabama," (Unpublished Master's thesis, Atlanta University School of Library Service, 1951).

services will include the characteristics of the schools and their communities; the library activities and services for students and teachers; the general use of the library; the administrative organization of the library including staff, finance, quarters and equipment; and the materials collection.

Significance

A survey of this nature may be of significant value for future planning of the school library programs of the state of Alabama. It may also be of value in revealing to what extent adequate library facilities and services exist in these two schools. Principals, teachers, librarians and library agencies may use the findings to discover and fill deficiencies in county school library facilities. Finally, such a study can very well serve as a basis for measuring the growth and progress of the two school libraries if a similar study should be made five or ten years hence.

Methodology

A Planning Guide for the High School Library Program¹ was used as a guide in collecting and analyzing the data. An interview schedule taken from the Planning Guide was used to secure information in conferences with principals, teachers and pupils. Background information about the schools and the library programs in the County were secured through personal

¹Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program. (Chicago: American Library Association, 1951).

contacts with the County library supervisor and with the State school library consultant. National standards for school libraries as set forth by the American Library Association and regional school library standards of the Southern Association of Secondary Schools and Colleges were used to evaluate library resources, use and services.

Background Information about the Communities and the Schools

Geographical Description of Jefferson County

Jefferson County, the largest of 67 counties in the State of Alabama, was created by an act of the Legislature, December 13, 1819. The territory from which this County was formed was taken from Blount County. Since 1890, however, a portion of Jefferson County has been annexed to Walker County and a part of Shelby County to Jefferson County. The district is noted for its richness in natural resources, particularly coal and iron ore, and for its production of steel. The County has a total of 719,360 acres or 1,124 square miles.

The name was given to this County in honor of Thomas Jefferson, third president of the United States. Jefferson County is situated in the north central portion of the State on the southern extension of the Appalachian system and in the center of the rich iron, coal and limestone belt of the South. Elevations range from 240 to 1,400 feet above sea level. Jefferson County is divided almost in half by a long narrow valley ranging from four to 12 miles in width, the upper part being known as Jones Valley, the lower half as

Roup's Valley. Forest growth consists of pine, oak, ash, hickory, elm, walnut, cedar gum and hardwood. The principal agricultural crops are cotton, corn, potatoes, peas and a small amount of tobacco, melons and fruits.

In the early 1820's a company was formed to make iron. From this beginning such well known companies as Sloss-Sheffield Steel and Iron Company, Pratt Consolidated Coal Company, Tennessee Coal And Iron Company, Alabama Power Company, H. F. DeBardeleben and Republic Steel and Iron Company have become widely known for their products of iron and steel.

In 1830 the white population of Jefferson County was 5,121, and the Negro population was 1,734.¹ By 1950, the United States Census reported a total population for Jefferson County of 558,928 of which 208,459 or 37.29 percent were Negroes.²

Hooper City Community

The population of the area served by Hooper City High School is 47,440 and of this number, 15,795 or 33.2 percent are Negroes.³ The sections are rural, yet for the most part

¹U. S. Bureau of Census, Ninth Census of the United States: 1870. Statistics of Population. (Washington: Government Printing Office, 1872), pp. 11-12.

²U. S. Bureau of Census, Seventeenth Census of the United States: 1950. Population, Vol. II, Part 2, Alabama (Washington: Government Printing Office, 1950), pp. 2-87.

³Report of Education Program in Hooper City High School, Sayreton, Alabama, March, 1952 (Mimeographed, pp. 9-10.

the parents of these high school students earn a livelihood from mining, unskilled labor and domestic service.

Many of these parents are employed in the city of Birmingham and in the steel mills and cement plants of Jefferson County. They live mostly in houses owned and rented to them by industrial companies.

The Report of the Education Program in Hooper City High School¹ shows that many of the parents have very little schooling. The highest level of education shown was that of high school graduate which included only 11.53 percent of the total number of parents. The remainder were below this level with the largest proportion being 32.53 percent who had completed elementary school.

No provision is made in the community for educational and cultural enhancement with the exception of the schools and churches. Dances and movies are provided in the Hooper City High School; however, mixed theaters are available at Bradford, Brookside, Pinson, Tarrant City and Warrior. The commercial entertainment places are night spots, a swimming pool, dancing halls, race tracks and parks. The inadequacy of recreational facilities is compensated for in part by the nearness of the city of Birmingham.

All pupils except 23 attending Hooper City High School are considered rural. These 23 pupils live in the village of Tarrant City and the Jefferson County Board of Education

¹Ibid.

receives pay from Tarrant City for them to attend the Hooper City High School. Of the 706 pupils enrolled, 492 or 76 percent are transported by school busses.

Wenonah Community

The total population of the communities served by the Wenonah High School is estimated at 50,000, approximately 20,000 or 40 percent of this number are Negroes.¹

The communities served by the School are urban-rural in nature. Approximately 51 percent of the Negro adults are miners and 26 percent are engaged in domestic work.² Most of those engaged in the latter type of work are women. Less than three percent are farmers.³

Data obtained from cumulative records indicate that approximately one-half of the adults have only elementary education. Out of 486 adults who attended high school, 181 graduated and 26 of these attended institutions of higher learning.⁴

Of the 673 pupils enrolled during the current year, approximately 29 per cent live in rural areas. The remainder live in areas incorporated by the city of Birmingham or on the fringes of other incorporated areas. Fifty-five percent

¹Report of Education Program of Wenonah High School, Birmingham, Alabama. (April, 1952), p. 3.

²Ibid.

³Ibid.

⁴Ibid.

of the pupils are transported by bus. Since Wenonah High School is located between Birmingham and Bessemer, these cities affect the educational life of the pupils.

Churches are the center of religious and social activities in this area; however, pupils of the Wenonah communities can attend operas, plays, musical performances and theaters in Birmingham and Bessemer. Boy and Girl Scout organizations as well as fraternal organizations supplement these programs.

Health facilities within the communities are limited to clinics maintained by the industrial companies. The facilities of the Jefferson County Department of Health are available to the whole metropolitan area; therefore, medical care can be obtained when needed. The mobile X-ray unit of the Tuberculosis Association visits the schools once during the school term and gives free chest examinations.

Housing varies from poor to average within the two communities. Educational achievement is limited in both communities, but of the two, parents in the Wenonah community show a higher level. Educational opportunities offered by forums, lyceums, operas and plays are not available within either of the immediate communities.

Of the 124 schools in the Jefferson County School System which serves a population of 558,928, forty-three or 34.6 percent of this number are designated for Negroes. There are seven Negro high schools and 36 junior high and elementary schools. Eighty-one or 65.3 percent of the Jefferson County

School System schools are for white pupils. These include 11 high schools and 70 junior high and elementary schools.¹

Description of Schools

There are four separate city school systems in Jefferson County: Birmingham, Bessemer, Fairfield and Tarrant City. There is only one County System. The schools treated in this study are affiliated with this system.

Hooper City High School

Hooper City High School is one of the seven high schools for Negroes in the Jefferson County School System. It is one of four Negro high schools accredited by the State of Alabama and the Southern Association of Secondary Schools and Colleges. The School is located in the north central section of Jefferson County on the edge of the city limits of Birmingham and serves a rectangular shaped area of approximately 84 square miles.

The Hooper City High School building is an old one-story unattractive frame structure with a basement in which the majority of the senior high school classes are taught. Size, lighting and ventilation are adequate; however, the equipment is in good condition, but outmoded. At the east end of the main floor is the auditorium which comfortably seats approximately 800 students. Two detached frame buildings

¹Directory of Jefferson County Public Schools, 1953-54. (Birmingham, Alabama, 1953).

located about 50 feet from the main building are set up for trades. The lunch room which seats about 50 children is located in one of these buildings. The grounds surrounding the Hooper City High School are muddy on rainy days and therefore are not conducive to outdoor recreation except in fair weather. Neither bleachers nor other seating arrangements are provided on the playground.

The Library is located at the east end of the main building in the basement, and it is not easily accessible to the students. There are no conference or work rooms; however, the Library is equipped with modern furniture and is well lighted and ventilated. The Library is not used for other purposes.

The 706 pupils who attend the Hooper City High School are in grades 7 through 12 (see Table 1). There are 37 teachers.

TABLE 1

NUMBER OF PUPILS ENROLLED BY GRADE IN
THE HOOPER CITY HIGH SCHOOL
SYARETON, ALABAMA

Grade		Number of Pupils
Seven	.....	83
Eight	.....	86
Nine	.....	155
Ten	.....	163
Eleven	.....	134
Twelve	.....	85
Total	.....	706

In addition to the college preparatory course, the Hooper City High School offers training in the following trades: wood work, cosmetology, clothing, printing, foods and radio.

Wenonah High School

Wenonah High School is one of the seven high schools for Negroes in the Jefferson County School System. It is one of four Negro high schools accredited by the State of Alabama and the Southern Association of Secondary Schools and Colleges. The School is located seven miles from downtown Birmingham in the southwestern section of Jefferson County.

The school grounds comprise 17 acres on Simmons Hill in the Powderly-Wenonah area. On the same grounds is the Wenonah Elementary School. Across the street is the Wenonah State Vocational Trade School supported by the Alabama State Department of Education for the purpose of training Negro boys and girls in trades. Wenonah High School is admirably situated with easy accessibility to a thoroughfare which is a hard surfaced road. The natural elevation gives a beautiful view of the surrounding territory. Landscaping on the front is complete, but the grounds at the rear of the building have had just enough work to make them unfit for use other than in dry weather. No provisions for seating accommodations are made in any of the play areas.

The five-year old building is a modern two-story brick structure with a basement floor on which rooms for the teaching of trades are located. It is fireproof with excellent lighting, heating and ventilation. The building was designed to allow the addition of an auditorium-gymnasium which is now in the process of being built. A modern lunch room is also located on the main floor of the building.

The Library is located on the main floor in the center of the west wing and it is easily accessible to all students. It is equipped with modern furniture, attractive bulletin boards, plants and pictures. The Library is not used for any other purpose. No conference room or workroom is provided for enhancing its services.

Grades 9 through 12 are taught by 29 teachers in the Wenonah High School. See Table 2 for enrollment by grades.

TABLE 2

NUMBER OF PUPILS ENROLLED BY GRADE IN
THE WENONAH HIGH SCHOOL,
BIRMINGHAM, ALABAMA

Grade	Number Enrolled
Ninth	187
Tenth	203
Eleventh	177
Twelfth	106
Total	<hr/> 673

Besides the courses offered for general preparatory work for pupils who wish to attend college, the following trades are offered: clothing, foods, cosmetology, furniture and radio repairing, shoe repairing and upholstery.

Of the two school buildings, the Wenonah High School is the most desirable. However, neither building has conference or workrooms for the libraries. The playground areas of both schools are inadequately developed. The Wenonah High School, built within the last five years has the more desirable location.

Objectives of the Schools

The objectives of the Hooper City High School are in keeping with modern educational philosophy. They are designed toward the wholesome development of the students. According to the Report of the Education Program in Hooper City High School,¹ these objectives are expressed as follows:

The purpose of education is to prepare the child for citizenship in a democratic society where the dignity and worth of the individual are paramount. He should be equipped with a sense of values and behavior responses. He should have equal opportunity to complete a curriculum appropriate to his needs and interests. Furthermore, he should be stimulated to work beyond his present ideals and ambitions.

The faculty of Hooper City High School believes that the curriculum should be pupil centered, should provide definite subject matter, should consider the pupils developmental and adjustment needs, and should assist in developing the individual pupil's personality within a framework of sound integration. To this end the following objectives are adopted:

1. To develop understandings and appreciations which a student needs to solve his social, civic, religious and economic problems;
2. To lay broad foundations for vocational and economic competence and to develop such skills as may be desirable to meet those needs;
3. To prepare the pupil for a changing society by providing experiences that will satisfy his immediate and future needs and interests;
4. To promote good citizenship and to perpetuate and improve our democratic society;
5. To prepare boys and girls for the duties of active, useful and happy lives;

¹Report of Education Program in Hooper City High School, Sayreton, Alabama, March, 1952, p. 12-18.

6. To equip students with an outlook on life which will enable them to become culturally, socially, professionally, vocationally, and mentally well adjusted citizens of our modern society;

7. To improve the health, education, and employment opportunities of young people;

8. To stimulate within the student an interest in participating in the activities of his local, state and national governments;

9. To train children to know the importance of economic efficiency and to help them find the jobs that they are best suited to and for, so that they will make their selections wisely;

10. To develop a guidance program concerned with the total development of pupils which will enable them to improve their personal qualities to the extent that they will be friendly, courteous, cooperative and trustworthy;

11. To develop personal pride in neatness and cleanliness;

12. To assist pupils in developing individual initiative.

The objectives of the Wenonah High School are similar to those of Hooper City High School. These were worked out and agreed upon by the faculty and are expressed as follows:¹

1. Promoting citizenship and democracy through courtesy and cleanliness;
2. Promoting good citizenship in a democracy through student participation in school and community activities and good human relations;
3. Promoting good citizenship in a democracy through a mastery of subject matter and good sportsmanship;

¹Report of the Education Program in Hooper City High School, Sayreton, Alabama. (March, 1952), p. 9.

4. Promoting good citizenship in a democracy through a mastery of fundamental skills and the use of audio-visual aids;
5. Promoting good citizenship in a democracy through a testing program and the Evaluative Criteria.¹

These objectives emphasize the teaching of pupils to live and participate fully in a democratic society by making the school life-like and democratic through the development of skills, techniques and recognition of individual differences, development of personality, and a sense of appreciation of aesthetic and moral values.

Objectives of the School Libraries

Hooper City High School Library

The school library furthers the achievement of the over-all objectives of the school by participating effectively in the school program as it strives to meet the needs of pupils, teachers and parents. To this end, the Hooper City High-School Library strives to achieve the following objectives:²

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members;

¹Report of the Education Program in Wenonah High School, op. cit.

²Report of Education Program in Hooper City High School, op. cit.

2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals;
3. Stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

Wenonah High-School Library

The Library of the Wenonah High School is designed primarily as a means for implementing the over all objectives of the School. It seeks to meet this obligation through the performance of two major duties: (1) serving as a workshop for all phases of the educational program; (2) lending itself as a teaching agency for every individual who is affected by the School programs.¹

¹Wenonah High School, Birmingham, Alabama. Report of Evaluating Committee; Southern Association of Secondary Schools and Colleges, April 22-25, 1952, pp. 3-5.

CHAPTER II

LIBRARY ACTIVITIES AND SERVICES FOR STUDENTS AND TEACHERS

Library Activities and Services for Students

Selection of Library Materials by Students.-- In order to make a school library function for the best interest of the entire school family it is imperative that librarians sponsor student participation in the library program. This would create a greater interest among students in the use of books and library materials and would stimulate wider reading interest and improve the services of the library generally.

In the Hooper City High-School Library, provisions are made for students to select library materials. At least once a year in the English classes, a project under the direction of the teacher with the cooperation of the librarian is sponsored. The students examine lists of books published during the current year and recommend titles they feel are needed in connection with their English courses. Student library assistants, and student council members are encouraged by the librarian to report on needed and desirable titles. Through this experience students develop judgment in the selection of worthwhile books.

The students of Wenonah High School participate in the selection of library materials for the Library.

It is considered of utmost importance by the librarian and faculty that they have an active part in this program. In addition to classroom sponsored projects, student assistants and members of the library club suggest new titles and discuss with the librarian their reasons for desiring them.

Both school libraries rely on student participation in the selection of new materials. This is achieved through classroom projects, student assistants and the library club. This phase of the program is emphasized in the Hooper City High-School Library and the Wenonah High-School Library.

Student participation in the selection of library policies.-- Opportunity is given students to help formulate some of the policies of the Library in the Hooper City High School. Representatives of the student council and the student library assistants participate in the formulation of library policies. The library club is also active in this respect. This is of considerable importance to the library program, and the effectiveness of library procedures is enhanced by student cooperation.

At the Wenonah High School members of the library club do not serve on the committee for formulating library policies. Student participation in the formulation of library policy is through student council members and student library assistants.

The Hooper City High-School Library and the Wenonah High-School Library policies are established through the cooperation of teachers and students. This is particularly

desirable in that the effectiveness of the administration relies to a great extent upon full participation of all members of the school community, administrators, teachers and students.

The availability of library space for exhibiting work done by students in other departments of the schools.-- Work done by students in classrooms and clubs is displayed in the Library of the Hooper City High School as a means of motivating student interest. Posters for science, history and mathematics classes appear most frequently. In addition, curricular activities are given publicity through library exhibits prepared by students.

In the Wenonah High School in addition to exhibits prepared by clubs and in classrooms, paintings, posters and printing done by individual students are displayed in the Library. Displays prepared in connection with non-classroom activities by students are also exhibited in the Library.

The Hooper City High-School Library utilizes more classroom material than does the Wenonah High-School Library; however, both school libraries display material prepared by students in connection with classroom work, clubs and curricular activities. These displays also include materials relative to holiday celebrations and church activities.

The student library assistant program.-- There are 25 student library assistants scheduled to spend 75 hours weekly in the Hooper City High-School Library. There is no provision made for pay for these assistants. It is the

opinion of the librarian that student library assistants are compensated by the educational values received. Recognition of their contribution to the library program is made during commencement week at which time student library assistants are awarded certificates of merit and books.

Student library assistants perform the following duties: circulating books, sending overdue notices, marking books, typing, preparing book lists, delivering materials to classrooms, shelving, shelf-reading, dusting, doing publicity work, doing reference work, selecting books and keeping attendance records.

The training of the student library assistants is considered superior in that a manual of instruction is provided for the guidance of students in performing their duties and the librarian carefully supervises students when they are assigned new duties. Work schedules are made for students to allow for a rotation of duties.

Twenty-seven student library assistants are scheduled to spend 108 hours weekly in the Wenonah High-School Library. During this time, the following duties are performed: circulating books, sending overdue notices, typing, preparing book lists, delivering materials to classrooms, shelving, shelf-reading, dusting, doing publicity work, selecting books and keeping attendance records.

A manual of instruction is not provided for the student library assistants; however, the librarian supervises the performance of new duties. Work schedules for the

assistants provide for a rotation of duties in keeping with the aptitudes and abilities of the students.

During commencement week certificates are awarded to the student library assistants by the Board of Education and keys are presented by the School.

Neither the Hooper City, nor the Wenonah High School allows credit for work done by the student library assistants. No financial remuneration is given as the librarians of the two schools believe that educational values derived from the work experience afford compensation. Student library assistants perform routine duties in each of the schools; however, only the Hooper City High-School Library provides a manual of instruction.

Reading Guidance Program of the School Library

At the Hooper City High School, the librarian's training includes courses in reading and reading problems to the extent that she has an understanding of the methods involved in the teaching of reading. In addition, she knows the standard of reading achievement that can be expected of students from the first grade through college and is familiar with the reading program in the School. This includes the types and nature of reading tests, their scope, purpose, use and the interpretation of the scores.

There is no reading specialist at the Hooper City High School and in an effort to compensate for this deficiency and render satisfactory service in this area, the librarian performs the following services: cooperates with

all teachers in the school in a school-wide reading program, encourages students in their reading, guides the reading of students by helping them in the selection of books, promotes effective publicity that stimulates or motivates the reading of students, encourages students to develop their own home libraries, helps students to develop an ability to evaluate materials, carries on as many individual cases of intensive reading guidance as time permits, and provides special bibliographic services for teachers and students when requested.

The librarian at the Wenonah High School has a considerable knowledge of methods of teaching reading and the standard reading achievement that can be expected of students from the first grade through college. She is thoroughly familiar with the reading program in the School including the purpose and scope of tests administered and the interpretation of scores made on such reading tests. A limited number of special reading cases have been referred to the librarian. The Wenonah High School librarian is well informed on recent investigations in reading.

To some degree, the librarian encourages students to develop an ability to evaluate materials and develop their own home libraries. She is more concerned with encouraging in students an interest in and a liking for reading. This is achieved through informal talks with students about their reading and by assisting them in the selection of books. The librarian promotes effective publicity that motivates the reading of students. Whenever possible the librarian carries

on individual intensive reading guidance programs. Special bibliographic services for teachers and students are provided upon request.

There exists in these two schools a fine spirit of cooperation between the librarians and the teachers. The librarians supply teachers with booklists and point out other sources in the community where materials may be found. Daily newspaper articles pertaining to classroom subjects as well as weekly and monthly magazine stories which can be correlated with classroom subject matter are called to the attention of teachers by the librarians. Students who come to the Library to make selections are guided in their choice of books by the librarians who point out to them such features as the copyright date, author, table of contents, format and indexes. The librarians carry on as many individual cases of intensive reading guidance as time permits. Through notices in the monthly school newspaper, displays, book talks and informal talks with individuals and groups of children the librarians at the Hooper City High School and the Wenonah High School attempt to motivate students in the development of an interest in reading. At both schools library reading lists are compiled for teachers and students upon request. The librarians also provide special bibliographic services for teachers and students when needed.

The Social Guidance Program of the School Library

The librarian of the Hooper City High School makes a contribution to the social guidance program of the School by

developing in students the proper attitudes toward public property through lessons on the proper handling of books, magazines and other library material. The librarian also creates group situations in which students have the experience of working together and sharing with each other the same tools. To respect the rights of others is instilled in students by requiring them to be reasonably quiet in the Library while others are reading.

Library rules and regulations are explained to the new students who enter the Hooper City High School. Periodic talks are given by the librarian and the English teachers to encourage the development of wholesome attitudes during the students' periods of adjustment.

An attempt has been made by the librarian of the Wenonah High School to implement a social guidance program by providing work experiences which have educational value for students. She also provides and stimulates the use of materials on personality, sex, etiquette and related fields. In the senior division of the School where guidance for future careers is particularly desirable, the librarian provides books and up-to-date materials on vocations.

There are no counsellors at Wenonah High School to whom the librarian reports socially maladjusted students, but cases of this kind are referred to home-room teachers of the students involved.

The librarians at Hooper City High School and at the Wenonah High School have contributed to the social guidance

program of their schools through displays, which were prepared by groups of students working together. Projects in the area of social studies pertaining to maps showing the important historic spots in the State are examples of projects which permit students to work together effectively as a group. Full cooperation of the librarians is given in providing materials for individual students or groups of students to carry on activities or projects which help to develop worthwhile skills, attitudes and appreciation for the realization of their potentialities. Up-to-date materials on occupations, personality development, sex education and conduct of life are constantly sought with the needs of the students in mind.

Instruction in the Use of Books and Libraries

The librarian at the Hooper City High School attempted to implement an overall program of library instruction in the School. During the 1953-54 school year freshman were given 36 lessons in the use of the Library. Five lessons in orientation were taught by the librarian. Other lessons were taught by the English teachers with the cooperation of the librarian. The librarian of the Wenonah High School also initiated an overall program of library instruction in the School. During the 1953-54 school year 40 lessons in the use of the Library and its resources were taught. Three lessons in library orientation offered for freshmen were taught by the librarian in the Library. Additional lessons taught by

the librarian dealt with the arrangement of the Library, Library rules and services, general introduction to the card catalog, the classification plan of the Library and the basic reference books. Other lessons were taught by the English teachers with the cooperation of the librarian.

Intergration of lessons on the use of the Library was used more with English classes than with any other subject in both schools. There is a unit in library usage in each English course and both schools have the same textbooks for all classes. The teachers of subjects other than English are given library instruction by the librarians when needed. Teacher-made tests were used by the teachers of the Hooper City High School and the Wenonah High School to test students on their abilities to efficiently use the Library and its resources. On one occasion during the first semester an additional standardized objective test was given to the freshmen students in the Wenonah High School.

The library committees of both schools consist of faculty members appointed by the principals. The committees function in an advisory capacity regarding the types of knowledge and skills that should be required of the students at each grade level and the provision of instruction necessary at each grade level. The librarians serve as chairmen of these committees.

Through informal talks by the respective librarians, students of the two high schools are urged to take advantage of the library resources in the community by using the

Booker T. Washington Branch of the Public Library located in downtown Birmingham. The school librarians have pointed out to students the value of the use of the public library from the standpoint of continuing their education through life.

Student assistants of the Hooper City High School and the Wenonah High School are members of the Jefferson County Association of Student Assistants. This organization is composed of all the library assistants of the Negro high schools of Jefferson County.

Analyses of School Library Services to Meet Student Requests

During a given week at the Hooper City High School students who came into the Library were interviewed by the librarian relative to their experiences in using the School Library. The following observations relative to library service to meet student requests were made: (1) teachers had not given students sufficient information for them to go about their library assignments with relative ease; (2) there was a lack of cooperation on the part of teachers in informing the librarian in advance on class assignments; (3) the librarian needed additional copies of specific books; (4) students did not have a clear understanding of the assignment for which the teacher had sent them to the library to obtain materials; (5) it was necessary for the librarian to work directly with a large number of students in order for them to accomplish minimum results.

Records of the use made of the Library by students for a typical week at the Hooper City High-School indicate that the largest amount of unanswered requests, 54 were attributed to materials not being in the Library's collection (see Table 3). The next largest number of unanswered questions, 32, was due to the fact that the materials needed were already in circulation. This may be an indication of a need for more duplicate copies. Twenty-six requests were unanswered because of lack of time on the part of the librarian. A total of 534 requests, or 82.5 percent of all requests were filled, while 112, or 17.3 percent were not filled.

Table 4 shows that during a typical week of observation of the Wenonah High-School Library's services, 53 requests of students were not answered because of a lack of material in the collection. An additional 32 requests were unanswered because needed materials were in circulation and 22 such unanswered requests were attributed to lack of time on the part of the librarian. Five hundred and five requests, 82 percent, were filled and 110, or 18 percent, were not filled.

In interviewing students who came to the Library of the Wenonah High School during a typical school week, the librarian was able to make the following observations: (1) teachers had failed to cooperate with the librarian by sending her advanced notices of assignments; (2) teachers had not made assignments sufficiently clear so that students could

TABLE 3

ANALYSIS OF SCHOOL LIBRARY SERVICES TO MEET STUDENT REQUESTS
AT THE HOOPER CITY HIGH SCHOOL

Types of Requests	Requests Filled		Reasons Given For Requests Not Filled			Requests Not Filled	
	Number	Percentage	Lack of Time	Needed Materials		Number	Percentage
				Not in Collection	In Use		
Fact questions	200	81	10	25	12	47	19
Material for term papers, reports, speeches, etcetera	104	82	8	12	4	24	18
Material for non-classroom activities	50	81	0	4	8	12	19
Compilation of reading lists	20	80	0	1	4	5	20
Reading guidance	160	87	8	12	4	24	13
Total	534	82.5	26	54	32	112	17.3

TABLE 4

ANALYSIS OF SCHOOL LIBRARY SERVICES TO MEET STUDENT REQUESTS
AT THE WENONAH HIGH SCHOOL

Types of Requests	Requests Filled		Reasons Given For Requests Not Filled			Requests Not Filled	
	Number	Percentage	Lack of Time	Needed Materials		Number	Percentage
				Not in Collection	In Use		
Fact questions	190	80	10	30	8	48	20
Material for term papers, reports, speeches, etcetera	110	81	6	15	5	26	19
Material for non-classroom activities	40	77	0	2	10	12	23
Compilation of reading lists	15	79	0	1	3	4	21
Reading guidance	150	88	6	8	6	20	12
Total	505	82	22	53	32	110	18

go about their work with ease; (3) duplicate copies of curricular material were needed.

Both school librarians make an effort to meet student requests. Of the two, the Wenonah High School librarian performs the greater service to teachers on behalf of students. The reasons given for the largest number of requests not being filled were that the needed materials were either in use or not owned by the Library. The smallest number of unanswered requests is attributed to insufficient time of the librarians. This number, however, comprises a relatively small proportion of the total number of requests made.

Library Activities and Services for Teachers

The librarian at the Hooper City High School notifies teachers of new materials through mimeographed bulletins which are sent monthly by the librarian for this purpose. As soon as new books come in, the librarian sends personal notes to the teachers directly concerned inviting them to examine the books before they are cataloged. By doing this, the teachers concerned can immediately make lesson plans for the use of these books. During the 1953-54 school year, 12 book lists were compiled by request and sent to teachers by the librarian of the Hooper City High School.

There is no set plan in the Hooper City High School Library for the librarian to make systematic reports to teachers on the work methods, reading interests and habits of students. The reason is that the librarian does not have

time to keep this type of written record and report for home-room teachers.

As a member of the faculty and of the curriculum committee, the librarian is aware of changes in the curriculum.

The principal of the Hooper City High School encourages teachers in regularly scheduled faculty meetings to keep the librarian informed reasonably far in advance about class assignments for which their students will need library materials. The teachers as a whole fail to comply with this request in that many of them wait too late to give the librarian the assignment in order for her to assemble the material before the students ask for it. Some of them do not notify the librarian at all. This often results in confusion and disorder in the Library and thereby creates disciplinary problems.

When new materials come into the Wenonah High School Library, a list of these materials is made and placed on the main bulletin board in the hall which is located near the front entrance of the School where all students enter the building. A similar list is printed in the school newspaper which is published monthly. The school librarian also gives short talks on the new titles in teachers' meetings. By these methods, students and teachers are kept abreast of new materials as soon as they are received in the Library. The librarian also invited teachers to send in to her requests for reading lists and lists of resource materials. During the 1953-54 school year, 20 requests for reading lists were sent to the librarian and 20 reading lists were compiled.

The Wenonah High School librarian also supplies another type of useful service by following the policy of reporting to teachers salient information about individual students, their work methods, reading interests and habits. This is done through a written record kept by the librarian on students who come to the Library. This record includes the student's name and classification, and the names of the homeroom teachers. The librarian makes her report of the students involved to the homeroom teacher. This is done during the homeroom period after school hours.

All teachers in the Wenonah High School are informed in regular teachers meetings by the principal of the School about curriculum changes. The librarian is a member of the curriculum committee as well as the faculty and knows first hand about these changes. In order to provide satisfactory library service for teachers and students, the principal of the Wenonah High School urges teachers to inform the librarian of classroom assignments and of new units to be taught. This notice is given out in some of the daily announcements that are circulated among teachers by the principal and is also emphasized in regular faculty meetings. There is a lack of cooperation on the part of the teachers in this respect. This handicaps the librarian in her attempt to have materials ready when needed and to secure materials for new units.

Teachers at the Hooper City High School and the Wenonah High School are notified by the librarian about new materials added to the libraries. The librarians send lists

of new books, post book lists on the bulletin boards located in the halls, send notes to the teachers about new books, and publish lists in the monthly school newspaper. Requests from teachers for reading lists are given immediate attention by the librarians.

Reports regarding cases of work habits are made known to the homeroom teacher of the students in question. When the work habits are poor, the librarian and the homeroom teachers talk informally with the students involved in an attempt to find out the reasons for their poor study habits and to try to improve them.

The assistant principals of the two schools who serve as chairmen of the curriculum committees of their respective schools inform the librarians and teachers of all changes in the curriculum. In addition monthly bulletins are sent to all teachers from the Superintendent of Education for the Jefferson County Schools and when curriculum changes are made these bulletins also carry this information.

Teachers and librarians of the Hooper City High School and the Wenonah High School are encouraged by the principals to participate in all activities pertaining to the teaching-learning program. Teachers tend not to cooperate in giving advanced notices to the librarians regarding their class assignments. In many cases the librarians learned of assignments after the students made requests for certain library materials.

Teacher Participation in the General Program

Teachers in the Hooper City High School have been invited and urged by the librarian of the School to send to her titles of books to be purchased for the Library for their respective subject areas. This request is made in regular faculty meetings and also by written notices sent out by the librarian. This information, when received, is filed and when book orders are made up, it is used by the librarian. Teachers are reminded, however, just before the book order is completed to send in additional suggestions of titles. The Standard Catalog for High School Libraries has been made available to teachers in order that they may see suitable titles. Teachers are also urged to send to the librarian lists for audio-visual aids which they wish to be secured for their classroom use. Lists of available aids are given to the teachers at the beginning of the school term and the librarian secures them as they are requested by teachers from the Audio-Visual Department of the Jefferson County Board of Education.

No provision is made at the Hooper City High School for teachers to assist with the weeding of books. The faculty library committee functions in an advisory capacity and helps in the general selection of all materials for the library.

Members of the faculty of the Wenonah High School are urged by the school librarian to submit suggestive titles for purchase in their respective subject areas. These requests

are made at the beginning of the school year in September, and again near the end of the term in May. Available library book selection aids such as the Standard Catalog for High School Libraries are readily accessible to teachers. There have been, however, few requests made by the teachers for new books. The responsibility of selecting new books has been left almost entirely to the librarian and the school library faculty committee.

The teachers at Wenonah High School do not assist with the weeding of books, but the librarian encourages them to make known to her those which they feel for definite reasons are no longer useful for their subject fields. In such cases, the librarian takes the suggestions under consideration.

Teachers in the Hooper City High School and the Wenonah High School have been urged by the librarians to suggest titles for purchase in their respective subject fields throughout the school year. These titles are included in book orders when they are made out at the end of each semester. The librarians also send written statements to all teachers asking for suggested titles just before mailing book orders. The Standard Catalog for High School Libraries has been made available to teachers in the Hooper City and Wenonah High Schools in order that they may see suitable titles. Although the librarians of both schools have received responses from the teachers in their schools, they feel that too few requests are made by teachers for new titles.

In both schools the faculty library committees

function in an advisory capacity and help in the selection of books and audio-visual materials. No provisions have been made for teachers to participate in weeding the library book collections; however, teachers of the Wenonah High School are invited to suggest titles to be discarded.

Analysis of Library Services to Meet Teacher Requests

Several teachers in the Hooper City High School were interviewed in order to ascertain what library services were needed to meet teachers' requests. The interviews disclosed that (1) teachers were not able to bring or send groups of children to the Library because of inadequate scheduling; (2) old copies of magazines needed for reference had been discarded; and (3) the Library was not strong in materials related to extra-curricular activities.

The findings revealed the need of closer cooperation between teachers and librarians, proper scheduling of groups to the Library, the filing of back copies of old magazines and the acquisition of more adequate materials related to extra-curricular activities.

One teacher in each of six subject areas was interviewed for the purpose of evaluating the Library services to meet teachers' requests in the Wenonah High School. As a result of these interviews, the following things were noted: (1) too often materials needed by teachers were already in use; (2) materials for certain assignments were

needed; and, (3) more storage space was needed to house back copies of magazines. In addition the teachers felt that better planning and closer cooperation on the part of the principal, teachers and librarian were needed to remedy the existing situation.

CHAPTER III

GENERAL USE OF THE LIBRARY

Accessibility Factors

The reading room of the Hooper City High School Library has a seating capacity of 54. There is no conference room. Students in grades 7 and 8 have 15 study periods per week while those in grades 9 and 12 have 10 study periods weekly. There are two study halls in this School with a seating capacity of 75. Both study halls are on a floor above the Library. This location does not make them easily accessible for students going to the Library. The Library is not used for a study hall. Students are admitted to the Hooper City High School Library by passes granting permission, issued and signed by the classroom teachers. This method is used in order to avoid disciplinary problems. Borrower's cards are used but book cards are signed in the handwriting of the borrower. Students are permitted to do textbook assignments in the Library, but are not encouraged in this procedure because of lack of space. No other school activities are held in the Library. The Library is opened during the entire day for Library purposes. It is open 15 minutes before the opening of school and 15 minutes after the closing hour. The School Library is not open during the summer

months and no provision is made for the lending of Library materials to teachers and students for use during the vacation months.

The reading room of the Wenonah High School has a seating capacity of 48 which is 7.1 per cent of the School's enrollment. There is no conference room. The ninth grade students in the Wenonah High School have 15 study periods a week, the tenth grade students have 10 study periods a week, while the eleventh and twelfth grade students have five study periods each week. The Wenonah High School Library is not used as a study hall. There are two study halls and each one has a seating capacity of 50. The Library is centrally located on the main floor and is easily accessible to all students in the School. Both study halls are located near the Library; one is in the adjoining room and the other is directly across the hall. The students of the Wenonah High School are admitted to the Library by submitting passes signed by the teachers giving the permission. The Library does not follow the method using the borrower's cards. Textbook work is allowed in the Library, but it is not encouraged due to the lack of space. Students using Library materials are given first consideration. This Library is used exclusively for library purposes and not as a place for clinical examinations, meeting rooms and other school activities. The Library is open throughout the day from 8:00 o'clock in the morning until 3:30 in the afternoon. This allows 30 minutes before and after the regular school hours. Teachers and

students have the privilege of checking out Library material to be used during the vacation period even though the Library is closed during the summer months.

Attendance and Use

The Hooper City High School Library was used approximately 100 percent of its capacity for all class periods weekly during the 1953-54 school year and about 75 percent of the student body used the Library during a given typical week. The Wenonah High School Library was used approximately 90 per cent of its capacity weekly and about 93 per cent of the student body used the Library during a given week. Students of the Hooper City High School and Wenonah High School were encouraged by the school librarians to use the libraries for their own interests in addition to class assignments.

At the Hooper City High School, groups of students from history, science, English and home economics classes were sent to the Library often. They came for class projects, free reading, instruction in the use of the Library and browsing. Sometimes classes came under the supervision of their teachers. Teachers remained with the classes and were responsible for their discipline. Groups of students from classes of English, history, science and music visited the Wenonah High School Library. They came for the purpose of free reading, browsing, working on class projects and receiving library instruction. Non-use of the Library resources at Hooper City High School was attributed to inadequate space, textbook centered instruction and supervised study programs

in classrooms. At the Wenonah High School the librarian attributed the non-use of Library resources to supervised study programs in the classrooms, use of classroom collections and textbook centered instruction. Librarians at the two schools have discussed the non-use of Library resources with their respective principals and with teachers in faculty meetings. Unused materials in art at the Hooper City High School Library and unused materials in the field of trades at the Wenonah High School Library have been brought to the attention of the teachers of these areas by their respective librarians. A lack of interest in reading has been discussed with teachers of English at both schools.

Daily attendance records in the Hooper City High School Library and the Wenonah High School Library are not very meaningful in that they merely indicate numbers, names and departments from which students come.

Teachers in both schools have not used the libraries extensively due to classroom-centered instruction, extra duties outside of the classroom, the use of classroom collections and the lack of professional books.

Circulation

Reserve books, magazines, pamphlets and pictures are withdrawn for overnight use while fiction and non-fiction books are withdrawn for a period of 14 days at the Hooper City High School Library. At the Wenonah High School reserve books are not checked out of the Library at any time while

fiction books may be withdrawn for a period of 14 days; non-fiction books for one week and magazines, pamphlets and pictures overnight. All printed materials, pictures and pamphlets are circulated for home use. Recordings are not available in either school.

During the month of October, 1953 the withdrawals from the Hooper City High School Library were as shown in Table 5 and Table 6.

TABLE 5

NUMBER AND TYPES OF BOOKS WITHDRAWN DURING OCTOBER, 1953,
FROM THE HOOPER CITY HIGH SCHOOL LIBRARY BY STUDENTS

Types of Material	Total	Books Per Student
Reserve Books Circulated from the Central School Library	136	.2
Non-reserve Books Circulated from the Central School Library	2291	3.2
Fiction Books Circulated from All Sources	638	.9
Non-fiction Books Circulated from all Sources	2427	3.4
Total	5492	7.7

The per student withdrawal was approximately eight books and the per teacher withdrawal was 33 books. Non-fiction books were the largest circulated material to both teacher and students. Approximately five per cent of the teachers of the Hooper City High School withdrew books once a week, 75 per cent once a month, 15 per cent once a semester, and five per cent once a school year.

TABLE 6

NUMBER AND TYPES OF MATERIALS WITHDRAWN DURING
OCTOBER, 1953, FROM THE HOOPER CITY HIGH
SCHOOL LIBRARY BY TEACHERS

Types of Material	Classroom Collections	General Use	Total	Books Per Teacher
Fiction Books	130	40	170	4.6
Non-fiction Books	625	56	681	18.4
Magazines	60	0	60	1.6
Pamphlets	180	25	205	5.5
Pictures	30	0	30	.8
Recordings	0	0	0	0.0
Films	0	0	0	0.0
Filmstrips	75	0	75	2.0
Total	1100	121	1221	33

During the month of October, 1953, the withdrawals from the Wenonah High School were as shown in Table 7 and 8. The per student withdrawal was six books and the per teacher withdrawal was 35 books. Of these withdrawals, the largest number of materials circulated were non-fiction books. Approximately 10 per cent of the teachers of the Wenonah High School withdrew books about once a week, 80 per cent once a month, five per cent once a semester, and five per cent once a year.

The circulation records kept by the librarians of the Hooper City High School and the Wenonah High School consisted of totals for printed and non-book materials. The breakdown

was according to date, class numbers for reserve books, fiction, non-fiction distributed according to the 10 major Dewey Class numbers and short story collections, biography, magazines, pamphlets and audio-visual materials distributed by types.

TABLE 7

NUMBER AND TYPES OF BOOKS WITHDRAWN DURING
OCTOBER, 1953, FROM THE WENONAH HIGH
SCHOOL LIBRARY BY STUDENTS

Types of Material	Total	Books Per Student
Reserve Books Circulated from the Central School Library	111	.2
Non-reserve Books Circulated from the Central School Library	1850	2.7
Fiction Books Circulated from All Sources	438	.6
Non-fiction Books Circulated from All Sources	1650	2.4
Total	4049	6.0

Implementing the Use of the Library

Librarians at the Hooper City High School and the Wenonah High School are handicapped at times in their efforts to effectively motivate students in the use of the Library and its resources. Not enough time is spent in direct work with pupils because of the many duties which the librarians have to perform. The librarians are striving to create a better feeling of cooperation between themselves and the students as a means of stimulating interest in the use of the Library.

TABLE 8

NUMBERS AND TYPES OF MATERIALS WITHDRAWN DURING
OCTOBER, 1953, FROM THE WENONAH HIGH
SCHOOL LIBRARY BY TEACHERS

Types of Material	Classroom Collections	General Use	Total	Books Per Teacher
Fiction Books	98	28	126	4.3
Non-fiction Books	432	120	552	19.0
Magazines	50	0	50	1.2
Pamphlets	86	22	108	3.7
Pictures	12	0	12	.4
Recordings	0	0	0	0.0
Films	0	0	0	0.0
Filmstrips	63	12	75	2.5
Total	741	182	923	35.0

Teachers are motivated to use the libraries of these two schools through individual talks, personal notes, individual conferences and visits to departmental meetings. Those teachers who are already convinced that the Library and its resources are essential in effective teaching are able to motivate students in their respective subject areas. They send groups to the Library and make visits to check on their progress. Special programs on the Library during Book Week created more interest among students in both schools. These programs were published in the School newspaper and by special placards designed and made by library assistants. Special announcements of new books, magazine articles and non-book materials are made in the auditorium during assembly periods.

CHAPTER IV

STAFF, BUDGET, AND QUARTERS AND EQUIPMENT

Staff

The librarian at the Hooper City High School spends 30 hours in the Library weekly. This meets the Alabama Library Standards for school library personnel which requires a full-time librarian for a high-school enrollment of 500 to 1,000 students. The Southern Association of Colleges and Secondary Schools requires of a school the size of Hooper City High School one full-time librarian and one full-time clerical assistant. It also recommends that librarians be employed and paid a month beyond the regular school year. National standards for a school the size of Hooper City High School also recommend a full-time librarian and a full-time clerical assistant. The Library is open from 8:30 in the morning until 3:00 o'clock in the afternoon under the supervision of the librarian with the exception of her lunch hour during which time a teacher is on duty. No provision has been made for the daily free unscheduled period for the librarian.

At the Wenonah High School, the librarian works 35 hours a week. This meets library standards for school library personnel for the state of Alabama. The librarian is

on duty from 8:00 a. m. to 3:30 p. m. with the exception of her lunch period when a library assistant is on duty. The daily schedule does not call for a free period for the librarian.

The Hooper City High School and the Wenonah High School meet the Alabama State Standards for personnel in that they have full-time librarians. Neither school meets the regional or national library standard for personnel in that they do not have a full-time clerical assistant which is required of schools the size of those in this study.

Both libraries are open the entire school day, and neither librarian has a free unscheduled period. This period is necessary for the librarian to make plans to implement the library program, compile reports and plan and supervise the technical processes of the Library.

The professional qualifications of the librarian at Hooper City High School meet state, regional, and national library standards. She has completed more than 30 semester hours in library service courses taken at a library school accredited by the American Library Association. She has the same status as other faculty members and receives a salary the same as teachers with equal qualifications.

At the Wenonah High School the librarian's professional qualifications are similar to those of the librarian at Hooper City in that she too, has more than 30 semester hours of library service courses taken at a library school accredited by the American Library Association. Her status

and salary are the same as her co-workers with similar professional qualifications.

It is necessary at the close of the school year for librarians to bring their shelf-lists and accession lists up-to-date. It is also necessary to process new books that come into the Library at the end of the year to be ready for the following term. No provisions have been made at the Hooper City High School nor the Wenonah High School for employment nor pay beyond the regular school term.

Activities of the School Librarians

The librarian at the Hooper City High School has spent approximately 70 percent of her time working directly with students and teachers. The remainder of her time is spent in performing many duties such as selecting books and other materials, doing clerical work, doing circulation work, cataloging, mending and marking books, shelving and preparing publicity material. The librarian is a member of the curriculum planning committee of the School. In this capacity, the librarian acts as a resource person or as a materials specialist. She is a member of the school librarians workshop in which all librarians employed by the Jefferson County Public School System meet in a session to discuss and attempt to solve their common school library problems. The librarian serves as a member of the homeroom committee and helps to formulate plans for stimulating guidance programs. As chairman of the library committee, she is able to focus attention on the importance of better teacher-librarian cooperation

for the good of the entire student body. The Hooper City librarian does not work with any civic group in the school community. The practice of informing the public librarian about possible requests which students may make has not been followed through by the librarian at the Hooper City High School.

Written reports have been submitted by the librarian at Hooper City High School at the close of each year to the principal of the School and to the superintendent of the Jefferson County Public Schools.

These reports have included accounts of the accomplishments of the Library program during the year, the shortcomings of the program, present Library holdings, administrative problems, expenditures, financial statements of allotments and a report of books withdrawn and lost. Suggestions for improving the Library are also included in these reports.

Approximately 60 percent of the time of the librarian at the Wenonah High School Library is spent working directly with students and teachers. The remainder of the school day is spent in selecting books, cataloging, shelving, marking and mending. The Wenonah High School librarian is chairman of the school library committee. This gives her a chance to help mold the thinking and create more interest among teachers in the proper functioning of the Library. As a member of the curriculum planning committee she is able to help plan and guide the teachers in the full use of the Library and its resources as it relates to their respective subject areas.

The Wenonah High School librarian is chairman of the librarians' group which is composed of all Negro librarians in the Jefferson County Public School System and she also presides over the pre-school workshop and the regular monthly meetings which follow during the school year. She is a member of the homeroom committee and also advisor to the library assistants club. As an outside activity she works faithfully with the Girl Scout organization of the school community and serves this organization as a counselor. She does not make a practice of informing the public librarian of possible requests which students may make. Closer cooperation between the school librarian and the public librarian will be sought in the future.

Annual reports have been submitted at the close of each school year by the librarian at the Wenonah High School. These reports which are made out for the principal of the School and the superintendent include a full description of the Library program, its accomplishments, its deficiencies, administrative problems, financial statement, expenditures, withdrawals, books lost and present holdings. Included also are suggestions on ways to improve the Library.

The activities of the librarians at the Hooper City High School and the Wenonah High School are very similar. They both follow the regular daily routine of library duties and both serve on similar school committees. At the Hooper City High School the librarian takes no part in the community activities but at Wenonah High School, the librarian is

actively engaged after school hours with the work of the local Girl Scout organization. Neither librarian follows through with possible requests from students to the public librarian. Both librarians make a similar monthly report on new books for the month, books lost, and those withdrawn. This report is given to the principal. Each librarian makes an annual written report to the principal and to the superintendent. These reports contain information about the holdings, expenditures, circulation, financial status, accomplishments and deficiencies. The reports also include suggestions for improvement in the Library for the next school year.

Budget

Appropriations and Expenditures

The budget for printed materials for the current year in the Hooper City High School was \$900.00 and for the two preceeding years it was \$2,489.36. No budget was made out at the Hooper City High School Library for audio-visual materials for the current year because these materials are sent when needed from a special depot of audio-visual materials provided by the Jefferson County Board of Education to all the schools in the system. Neither school has a petty cash fund. Orders for books for each school are placed with jobbers because it is more economical.

The per capita expenditure for printed materials during the 1953-54 school term was \$1.27. All of the money allotted for Library materials for Hooper City High School

was spent during the year. Although the librarian made ample provision in the proposed budget to adequately finance the School Library, this budget was not accepted by the Jefferson County Board of Education because of the lack of funds. The policy of levying fines for overdue library books is not followed in the Hooper City High School.

Hooper City High School meets the state and regional standards for the library budget in that \$1.25 is allowed for each child in a school of its size according to the regulations set up by the State of Alabama Library Standards and the library standards of the Southern Association of Colleges and Secondary Schools. Hooper City High School does not meet the national standard which calls for an expenditure of \$1.50 per child, for a school with an enrollment of 500 to 1,000 pupils. Insufficient funds are the cause of the short-comings of the School Library budget. The services of the Library are, therefore, limited in quality and quantity.

At the Wenonah High School the budget for printed materials for the current year was \$1,000 and for each of the two preceeding years, the allotment for printed materials was \$1,500. Because of the central depot of audio-visual materials provided by the Jefferson County Board of Education which serves all of the schools of the county system, no budget was made by the librarian for this department. The per pupil expenditure for printed materials during the 1953-54 school term was \$1.48. All of the money allotted during the year for the purchase of library materials was used. The

budget made by the librarian called for an excess amount of money. Because of the alleged lack of funds, it was not accepted by the Jefferson County Board of Education. The method of levying fines for overdue library books is not used in the Wenonah High School Library. This School meets state and regional standards for library budgets which call for the spending of \$1.25 per pupil for a school with an enrollment of 500 to 1,000 students; however, it falls short of the national standard which requires an expenditure of \$1.50 per child. The librarian at the Wenonah High School feels that the budget, because of insufficient funds, limits the services of the Library.

The Hooper City High School and the Wenonah High School libraries are handicapped by insufficient funds. Both school libraries meet the Alabama state and regional standards on expenditures per pupil, yet the librarians of these two schools realize that in order to improve the services of the libraries, and meet national standards, more money must be appropriated for materials.

Quarters and Equipment

In the Hooper City High School Library the quarters do not meet the requirements for library standards as set up by the State of Alabama and the regional accrediting agency. There is an urgent need to increase the seating capacity of the Library and to add space for a workroom, a librarian's office, for a conference room and storage room. The standard Library equipment in the Hooper City High School may be

rated as minimum. This equipment is in good condition but it is not in sufficient quantity to meet the needs of a functional school library program. The Library equipment and furnishings are kept in fairly good condition and appear not to be in need of repair. The fluorescent lighting system of the School is sufficient to give good and even light throughout the room. The accoustical system of the Library is poor as the ceiling of the room has not been treated with sound absorbent materials. The room, however, is attractive in appearance with soft green painted walls and light tan colored furniture. Several pictures hang on the walls. The tables and chairs are arranged neatly and the general appearance of the room shows cleanliness. The books are arranged neatly on the shelves and they are properly marked. Badly worn and mutilated books have been weeded from the Library. There are three well-placed bulletin boards in the Hooper City High School Library. These carry attractive book jackets, project work from various subject areas and important announcements. Pots of growing plants are found in the window sills. The atmosphere of the Library is conducive to reading and study on the part of students and teachers.

The quarters of the Wenonah High School Library do not meet the library standards for quarters as set up by the state of Alabama and the Southern Association of Colleges and Secondary Schools because more space is needed for seating. The Library quarters at Wenonah High School do not include an office, a workroom, or a conference room. More storage

space is also needed. With these exceptions, the equipment and furnishings of this School are standard, new and attractive. Enough fluorescent lights are used to give sufficient light in the Library. The acoustical system is adequate as the room was especially equipped to eradicate sound annoyances. The Library is attractive in appearance with buff colored walls. Large windows which extend across the entire west side of the room give ample daylight and ventilation. Venetian blinds are used at the windows to shut out the sun in the afternoons. There are window boxes of growing plants, and two bulletin boards which carry announcements and publicity of the Library. Books on the shelves were for the most part new, neatly numbered and arranged. On a whole, the Library is clean and attractive. There was evidence of good library habits on the part of the students.

Both schools are badly in need of additional seating space. An attractive appearance characterizes both high school libraries. The Wenonah High School Library is housed in a new building and naturally has the better appearance. The acoustical system of the Hooper City Library is very poor, whereas the same system at the Wenonah High School is good. Both libraries have their books properly marked and neatly arranged on the shelves according to the Dewey Decimal Classification System. The system of lighting for both schools is good.

Students of the Hooper City High School as well as those in the Wenonah High School seem interested in library work. They show good training in proper library procedure and in the handling of books and other library materials.

CHAPTER V

THE MATERIALS COLLECTION

Books

Inventory figures taken in June 1953, on the distribution of titles in the Hooper City High School Library show that the Library meets the state and regional standards. From the viewpoint of the needs of the students and teachers, additional reference materials, such as general reference handbooks for special subject areas were in demand. In addition, duplicate copies of science books and of literature books were needed. Books over five years old have not been purchased in geography and travel and in biography. The quantity of books published within the last five years is fairly well represented in the collection.

The state and regional standards require that a school the size of Hooper City High School should have a basic library collection of 2,500 to 5,000 well selected books to meet curricular needs and needs for recreational and inspirational reading or an average of five books per pupil including encyclopedias and unabridged dictionaries.

Table 9 shows the holdings of the Hooper City High School Library by subjects, by number of titles, and by number of titles purchased in the last five years. The collection is

strongest in fiction, social science and useful arts. It is weakest in general reference works, language arts, philosophy, religion, geography and travel.

TABLE 9

HOLDINGS OF THE HOOPER CITY HIGH SCHOOL LIBRARY BY
SUBJECT, NUMBER OF TITLES AND BY NUMBER OF
TITLES PUBLISHED IN LAST FIVE YEARS

Subject	No. of Titles	Number of Titles Published During the Last Five Years
Reference	75	60
General Works	95	60
Philosophy	32	29
Religion	82	75
Sociology	350	275
Languages	85	60
Science	230	169
Useful Arts	281	180
Fine Arts	168	140
Literature	239	100
History	236	130
Travel	18	18
Biography	65	65
Fiction	519	320
Story Collection	80	40
Total	2,555	1,621

In the Wenonah High School Library inventory records acquired during May 1953 reveal that state and regional

standards for high school libraries have been met in regard to the number of titles. The collection seems to be well-balanced to partially meet the needs of students and teachers.

The book collection includes current materials which have been published within the last five years; however, more duplications in specific fields are needed. The Wenonah High School Library is strongest in books of fiction, social studies, useful arts, biography, science and fine arts. It is weakest in religion, languages and in story collection. Table 10 shows the holdings of the Wenonah High School Library by subjects, by number of titles, and by the number of titles published in the last five years.

During the last two academic years, the number of book titles added to the book collection of the Hooper City High School was 995 and for the current year 179; the number of duplicate copies of new titles added during the same period was 17 and for the current year 15; the number of replacements for the same period was 14 and for the current year nine. The number of books missing or lost from the Library was 18 for 1951-1953 (see Table 11).

For the last two academic years, the number of book titles added to the book collection of the Wenonah High School Library was, 1,250 and for the current year 310; the number of duplicate copies of new titles added during the same period was 32 and for the current year 10; the number of replacements for the same period was 16 and for the current year five. The number of books missing or lost from the Library was 21 for 1951-1953 (see Table 12).

TABLE 10

HOLDINGS OF THE WENONAH HIGH SCHOOL LIBRARY BY
SUBJECTS, NUMBER OF TITLES AND NUMBER OF
TITLES PUBLISHED IN LAST FIVE YEARS

Subject	Number of Titles	Number of Titles Published During the Last Five Years
Reference	75	73
General Works	33	12
Philosophy	67	34
Religion	50	25
Sociology	349	122
Language	34	17
Science	295	97
Useful Arts	340	155
Fine Arts	217	75
Literature	178	66
History	183	67
Travel	138	64
Biography	228	120
Fiction	980	369
Story Collec- tion	69	32
Total	3,237	1,328

Adequacy of the book collections.-- The librarian of the Hooper City High School feels that the book collection is not well balanced as to the proportion of books in the various classes and that current materials on many subjects are lacking. In the areas of occupations, self-government, United Nations and world planning, hobbies, general reference, general and applied sciences, intergroup understanding, home and family

living, books for the retarded reader and fiction, duplicate copies are needed. Approximately 50 percent of the book collection was purchased within the last five years (see Table 9).

TABLE 11

ADDITION OF TITLES TO THE HOOPER CITY HIGH-SCHOOL
LIBRARY, 1951-1952-1953-1954

Books Added or Lost	1951-52	1952-53	1953-54
Number of New Book Titles Added	670	325	179
Number of Duplicate Copies of New Titles Added (Books)	10	7	15
Number of Replacements (Books)	8	6	9
Number of Books Missing or Lost from Library	10	8	0

The collection on a whole seems to be up-to-date because approximately one-third of the titles were published within the last five years. The book collection of the Wenonah High School Library is adequate in the following categories: occupations, United Nations and world planning, hobbies, general science, books in the area of self-development, fiction, inter-group understanding and home and family living. These materials are recent and are extensively used by teachers and students to meet their interests and needs (see Table 10).

Book Selection Procedure

According to Library statistics 80 per cent of the titles in the Hooper City High School Library were selected from

the Standard Catalog for High School Libraries,¹ A Basic Book Collection for High Schools,² the state approved list, and the Children's Catalog.³ The book collection is good but not sufficiently representative in materials needed for units of instruction most recently introduced into the curriculum.

TABLE 12

ADDITION OF TITLES TO THE WENONAH HIGH-SCHOOL
LIBRARY, 1952-1953 -- 1953-1954

Books Added or Lost	1951-52	1952-53	1953-54
Number of New Book Titles Added	720	530	310
Number of Duplicates of New Titles	20	12	10
Number of Replacements	10	6	5
Number of Books Missing or Lost from Library	9	12	0

At the Wenonah High School Library standard book selection guides are used for the selection of books. These guides have been approved by the state and by the Southern Association of Colleges and Secondary Schools. The librarian acquaints the teachers with the Standard Catalog for High School Libraries,⁴

¹Standard Catalog for High School Libraries (With Annual Supplements). (New York: The H. W. Wilson Company, 1932).

²American Library Association, National Council of Teachers of English, National Education Association. Joint Committee. A Basic Book Collection for High Schools (Chicago: American Library Association, 1950).

³Children's Catalog. Latest edition and Supplements. (New York: H. W. Wilson Company,

⁴Standard Catalog for High School Libraries, op. cit.

the Children's Catalog¹ and Booklist² in the selection of books for their respective subject areas.

Organization and Administration of Book Material

The Jefferson County School System has no provision for centralized cataloging but does provide for centralized ordering of books under the direction of a county library supervisor. The librarian at the Hooper City High School Library types the catalog cards because printed cards are not used. The school librarian keeps an accession book and a record of holdings and additions in a cumulative record book.

A card catalog which includes author, title and subject cards for all books is used in the Hooper City High School Library. The book collection is classified according to the Dewey Decimal Classification system and fiction is marked "F" together with the initial of the author's surname. No use is made of Cutter numbers. In appearance the collection is in good condition, it is clearly marked and attractive. All re-binding is done in bright colors.

There is no provision set up for centralized cataloging of books for the Wenonah High School; however, centralized ordering of books is provided under the direction of the Jefferson County School Library Supervisor. During 1953-1954 the librarian of the Wenonah High School Library began the use of

¹Children's Catalog, op. cit.

²The Booklist: A Guide to New Books (Monthly). (Chicago: American Library Association, 1905-date).

Wilson printed catalog cards. Prior to this year, catalog cards were typed by the librarian and the library assistants. A loose-leaf accession book is kept of all new books, books discarded and books lost. A cumulative record is kept of materials added to and withdrawn from the Library together with the cumulative cost of additions.

The Wenonah High School Library has a dictionary card catalog which includes author, title and subject cards for all books in the Library collection. A shelf-list is also maintained. Fiction books are marked "F", and the initial of the author's last name. Cutter numbers are not used. The book collection of the Wenonah High School Library is arranged according to the Dewey Decimal Classification System. It is attractive in appearance, clearly marked and in good condition.

Summary

The Wenonah High School Library provides more services to the teachers and students due to the very excellent and recent books in the 13 categories. In the same 13 categories the Hooper City High School Library collection is inadequate. Books for both schools are secured by funds appropriated by the Board of Education.

All titles from both schools are selected from such guides as Standard Catalog for High School Libraries, A Basic Book Collection for High Schools, A. L. A. Booklist, and state approved lists. Teachers in each school are acquainted with these tools.

The Hooper City High School Library collection needs to

be built up in reference, language, science, philosophy, religion and geography. The Wenonah High School Library would be improved by additional books in its collection on religion, language and story telling. More duplicates are needed in both schools in specific subject areas.

Regular inventory of the school collection is made annually at the Hooper City High School in the month of May. At the Wenonah High School, an inventory of the library collection is made at the end of the first semester in the month of January and again at the close of the school term in the month of May.

Pamphlets

The pamphlet collection of the Hooper City High School is inadequate to meet the needs of students and teachers. Only 54 items have been added to the Library during the last two years; 14 in 1951-52; 12 in 1952-53 and 28 in the current year. Investigation revealed that pamphlet materials on inter-group understanding and conservation are not recent enough for the present needs of students and teachers. In the following areas: occupations, self-development, United Nations and world planning, transportation, communications, science, safety and health education, the pamphlet material on hand is recent and extensively used, but it is sorely lacking in quantity. An inadequate budget is given as the cause of a poor pamphlet collection in the School Library. The Hooper City High School librarian used the recognized sources for selecting pamphlet

materials such as the Standard Catalog for High School Libraries,¹ Vertical File Service Catalog,² and the Booklist.³ In following this procedure, the librarian can evaluate new pamphlets, examine sources about them and place them at the disposal of the teachers. At the Hooper City High School Library pamphlets are kept in vertical files and there are cards in the card catalog to indicate vertical file materials by subject. Pamphlet materials on consumer education, labor relations and housing are infrequently used by teachers and students.

Almost all subject areas at the Wenonah High School Library are represented in the pamphlet collection. The subjects of transportation and health education have the largest number of pamphlet items. There are no pamphlets on the subject of conservation. Transportation and health education are the only two subjects with adequate pamphlet material. All the pamphlet material in the Wenonah High School Library is recent enough for the needs of the students and teachers. In the subjects of occupations, consumer education, labor relations, self-development, United Nations and world planning, communications, science, inter-group understanding, safety education and housing there is not near enough material to meet the demands of the students and teachers. The pamphlet materials available in these subjects are extensively used except those dealing with occupations,

¹Standard Catalog for High School Libraries, op. cit.

²Vertical File Service Catalog. (New York: H. W. Wilson Co., - to date).

³Booklist, op. cit.

United Nations and world planning, and communications. The librarian of the Wenonah High School used the following sources for selecting pamphlet materials: Standard Catalog for High School Libraries,¹ Vertical File Service Catalog,² and Journal of the National Education Association.³

The teachers of the School are encouraged by the librarian to use these tools in selecting pamphlet material. The librarian also uses the Elementary Teachers Guide to Free Curriculum Materials⁴ as an additional source of pamphlet material. Cards are put in the card catalog to indicate the vertical file material by subject. Ninety-five pieces of pamphlet material have been added during the last two years; 1951-52, 22 pieces; 1952-53, 30 pieces and during the current year 43 pamphlets have been added to the collection.

The pamphlet materials in the Hooper City High School Library and the Wenonah High School Library are inadequate to meet the interests and needs of the students and teachers of these respective schools. Fifty-four items have been added to the pamphlet collection of the Hooper City High School during the past two years and the current year; and in the same period of time 95 pieces of pamphlet material have been added to the

¹Standard Catalog for High School Libraries, op. cit.

²Vertical File Service Catalog, op. cit.

³National Education Association. Journal (Washington, D. C., 1913-date).

⁴Elementary Teachers Guide to Free Curriculum Materials, eds. J. Fowlkes, et. al. (Randolph, Wisconsin: Educators Progress Service, 1948-1951).

Wenonah High School Library. The Hooper City High School Library has a wide variety of subjects represented in the pamphlet collection, but in no one subject area is the material sufficient in quantity to serve fully its purpose. The Wenonah High School Library has also a wide variety of subject areas represented in pamphlet form, but only two areas are sufficiently adequate to serve the needs of students and teachers. In both schools, the pamphlet material on hand is up-to-date. Standard book selection aids are used for selecting pamphlet material. Vertical file materials are listed in the card catalog.

Magazines and Newspapers

The Hooper City High School Library has only one daily newspaper, The Post-Herald, two Negro weekly newspapers, The Birmingham World and the Birmingham Mirror and 52 magazines. All magazines except those listed in a state approved list are listed in Martin's Magazines for School Libraries.¹ The magazine collection meets the state and regional standards in quantity and quality for a school of the size of Hooper City High School. It is a fairly balanced collection which meets the needs of the School. Current comments and personalities, fashion and beauty aids, fiction and the American scene, handicrafts, the home, nature study, outdoor life, school and club activities, science, social problems including

¹Laura K. Martin, Magazines for School Libraries (Revised edition. New York: H. W. Wilson Company, 1950).

minority groups, vocations and business interests, women's fiction and the world today are the subject areas covered by the magazines that are extensively used in the Hooper City High School Library. Magazines on such subjects as art, book reviews and creative writing, drama, family life and consumer education, music and radio are infrequently used. The School subscribes to the Reader's Guide to Periodical Literature.¹

A card file record is kept of magazine and newspaper holdings. Magazines are not kept in attractive and durable holders. The Hooper City High School Library does not receive any magazines as gifts. All holdings of magazines that are indexed in Reader's Guide to Periodical Literature are kept for a period of from one to five years.

The Wenonah High School Library does not receive any free newspapers but the gift magazines listed are Business Screen, Nation's Business, The Coach, and U. S. Steel. There are four newspapers listed in the Library, The Post-Herald, a local morning daily, The Pittsburgh Courier, a weekly Negro national paper, The Birmingham World and The Birmingham Mirror, two local Negro weekly papers. There are 56 magazines listed in the holdings. This number is considered as adequate for School needs. All magazines are approved in such basic lists as Martin's Magazines for School Libraries,² the

¹Readers' Guide to Periodical Literature (New York: The H. W. Wilson Co., 1900-date).

²Martin, op. cit.

Standard Catalog for High School Libraries,¹ Basic Book Collection for High Schools² and state approved lists. The holdings meet the state and regional standards. The library subscribes to the Abridged Readers' Guide to Periodical Literature.³

Magazines in the following subject areas are used extensively: book reviews, creative writing, current comment and personalities, fashion and beauty aids, fiction and the American scene, handicrafts, the home, music, nature study, outdoor life, photography, school and club activities, science, women's fiction and the world today. In the areas of art, aviation, drama, family life and consumer education, radio, social problems, business interests, the magazines are infrequently used in the Wenonah High School Library. All magazines are indexed in Reader's Guide to Periodical Literature⁴ and complete titles are kept for a period of one year. Only a few magazines are kept for a period of five years due to a lack of storage space. The magazines and newspapers are well organized. A card file record is kept of magazine and newspaper holdings.

The newspaper and magazine holdings of the Hooper City and Wenonah High Schools libraries were selected from approved

¹Standard Catalog for High School Libraries, op. cit.

²American Library Association, National Council of Teachers of English, National Education Association. Joint Committee, op. cit.

³Abridged Readers' Guide to Periodical Literature (New York: H. W. Wilson Company, 1936-).

⁴Readers' Guide to Periodical Literature, op. cit.

basic lists and the total number of magazines in each School meets the state and regional standards.

There are no free magazines and newspapers listed in the holdings of the Hooper City High School but in the Wenonah High School four magazines are received regularly as gifts.

Both schools subscribe to the leading daily paper and two Negro weekly papers with an addition of a Negro national weekly subscribed to by the Wenonah High School. Neither School subscribes to the Sunday edition of the New York Times nor to the Christian Science Monitor.

Both schools subscribe to the Abridged Readers' Guide to Periodical Literature. Neither School meets the national standard in magazine and newspaper collections but both Schools meet the state and regional standards. A card file record is kept in each school of magazine and newspaper holdings. Magazines and newspaper holdings of both schools meet the needs of the teachers and students.

Audio-Visual Materials

Few audio-visual materials have been purchased by the Hooper City High School librarian because the budget would not allow it. The School owns 110 flat pictures and 50 filmstrips. Fifty of the flat pictures are used in the junior high-school department of the School. All other audio-visual material is issued to the librarian of the School from the Jefferson County Teachers Library which has audio-visual materials for this purpose. The Educational Film Guide,¹ Filmstrip

¹The Educational Film Guide (New York: H. W. Wilson Company)

Guide¹ and lists of audio-visual resources of the region, state or city are the guides used in the selection of audio-visual materials. These standard guides are also used by the teachers. All ordering of audio-visual material is done through the librarian. She also makes all entries for audio-visual materials in the card catalog. The collection of audio-visual aids owned by the School is considered poor and does not meet the standards and needs of the students and teachers.

The Wenonah High School Library Audio-Visual Aid Department is considered inadequate. It contains 60 flat pictures and 18 filmstrips. The Educational Film Guide,² and See and Hear³ are used as aids in the selection of audio-visual materials. Teachers make requests for audio-visual materials to the librarian who orders them from the Library of the Jefferson County Board of Education. The librarian keeps a record of all requests made for these materials.

The Hooper City High School Library and the Wenonah High School Library are inadequate in audio-visual materials in that the Schools do not meet the state, regional or national standards. The materials are not sufficient to meet the needs of the students and teachers of their respective schools.

¹Filmstrip Guide (New York: H. W. Wilson Company).

²Educational Film Guide, op. cit.

³See and Hear: the National Magazine of Sight and Sound in Education (Chicago: Audio-Visual Publications, 1945-date).

Both Schools borrow audio-visual material from the Jefferson County Board of Education Library. All material is checked out to the Librarian of the School concerned. Filmstrips are checked out for four days, films for three days, and records for two days. There is the possibility of having to wait for material due to scheduling of the material to other classes in the schools. Duplicates of these materials are inadequate. This is a great handicap in borrowing materials from the Jefferson County Board of Education Library.

Both librarians use approved guides for selection of material and encourage the teachers to use them. A record of all requests made of audio-visual materials is kept by the librarians.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This investigation of the Hooper City High School and Wenonah High School libraries describes the existing facilities and services for the 1953-1954 school year. It also focuses attention on the practices, policies and activities pursued therein.

The purpose of this study was to find out how the libraries of these two schools are organized and the extent to which existing facilities and services meet the needs of students and teachers.

This study may be of significant value in revealing the extent to which adequate library facilities and services exist in these two schools. It can also serve as a basis for increasing library facilities and for measuring the growth in library service five or ten years hence.

In making this study of two accredited high schools in Jefferson County, Alabama, data were collected from personal interviews with students, teachers, principals, librarians and supervisors. Information was secured from the Alabama State Department of Education and State Supervisor of Librarians and A Planning Guide for the High School Library

Program, by Henne, Ersted and Lohrer¹ was used as a guide in collecting, interpreting and evaluating the findings.

Jefferson County in which these two schools are located, is the largest of 67 counties in the state of Alabama. It is situated in the north central portion of the State in the center of the rich iron, coal and limestone belt of the South.

The Hooper City High School has an enrollment of 706 students from grades 7 through 12 and 37 teachers and is located in the north central section of Jefferson County on the edge of the City limits of Birmingham. It is one of seven high schools for Negroes in this system. The curriculum of this School includes trades as well as college preparatory courses.

In setting up its objectives, the faculty of the Hooper City High School states that the curriculum should be pupil-centered, it should provide definite subject matter, should consider the pupil's developmental and adjustment needs and should assist in developing the pupil's personality within a framework of sound integration.

The Library of the Hooper City High School has for its objectives the achievement of the over-all goals of the School by participating effectively in the School program as it strives to meet the needs of pupils, teachers and parents.

The Wenonah High School has an enrollment of 673

¹Henne, Ersted and Lohrer, op. cit.

students from grades 9 through 12, and 29 teachers. It is one of seven high schools for Negroes in Jefferson County and is located seven miles from downtown Birmingham in the southwestern section of Jefferson County. Preparatory courses for college are offered in this School along with several trades. The objectives of the Wenonah High School are to teach pupils to live and participate fully in a democratic society by making the school life-like and democratic through the development of skills, techniques and recognition of individual differences, development of personality, and a sense of appreciation of aesthetical and moral values.

The Library of the Wenonah High School contributes to the School program by (1) serving as a workshop for all phases of the educational program, and (2) lending itself as a teaching agency for every individual who is affected by the School program.

It is felt that the objectives of the Hooper City High School Library and the Wenonah High School Library are not adequately being fulfilled by the respective librarians. This condition is due in part to the lack of external and internal administrative provisions for executing the Library program.

Library Activities and Services for Students and Teachers

In the Hooper City High School Library provisions are made for the students to select library materials through projects sponsored by the teachers of English with the

cooperation of the librarian. A similar procedure of student participation in the selection of library material has been followed by the Wenonah High School. In both schools the librarians encourage display work of classroom activities on the bulletin boards. There is no provision made for pay for duties performed by the student library assistants of the Hooper City High School and the Wenonah High School because the librarians feel that the student assistants are compensated by the educational values received. Each school has posted a schedule of duties assigned according to students' abilities and skills. Library assistants of both schools are members of the Jefferson County Association of Student Assistants.

With a background of courses in education, library service, and methods and problems of reading, the librarians of the Hooper City High School and the Wenonah High School have a clear understanding of the methods of teaching reading from the first grade through college. They are familiar with the reading program of their schools and with the standard reading achievement that can be expected of students from the first grade through college. The librarians also have a knowledge of the types and nature of reading tests, their scope, purpose and use. Through notices in the monthly school newspaper, displays, book talks and informal talks with individuals and groups of pupils, the librarians at the Hooper City High School and the Wenonah High School attempt to motivate students to develop good reading practices.

When new students enter the Hooper City High School

and the Wenonah High School, the respective librarians attempt to instruct these students in the proper care and usage of school property. Lessons in library orientation are taught freshmen by the librarians with the help of the English teachers of the two schools. Lessons on the use of the Library and its resources were integrated more with English classes than with other classes in both schools in that there is a unit in each English course on library usage. Teacher-made tests were used by the teachers of both schools to test students on their abilities to efficiently use the library and its resources. In addition a standardized objective test was given freshmen students in the Wenonah High School.

The Library committees of both schools are composed of faculty members appointed by the principals of the respective schools. The committees function in an advisory capacity with the librarians serving as chairmen of these committees.

Through informal talks by the respective librarians of the two high schools, students are urged to take advantage of the library resources in the community by using the Booker T. Washington Branch Public Library located in downtown Birmingham.

During a given week at the Hooper City High School students who came into the Library were interviewed by the librarian who in turn made the following observations relative to library service to meet student requests: (1) teachers had not given students sufficient library information for them to go about their assignments with relative ease; (2) there was a lack of cooperation on the part of teachers in informing the

librarian in advance of class assignments; (3) the librarian needed additional copies of specific books; (4) students did not have a clear understanding of the assignments for which the teachers sent them to the Library to obtain information; and (5) it was necessary for the librarian to work directly with a large number of students for them to accomplish minimum results. The librarian at the Wenonah High School used the same procedure as did the librarian at the Hooper City High School Library in the analysis of school library service to meet students' requests. The results were the same in both schools.

Information concerning new material in the Library is given by the librarians to the teachers of the Hooper City High School and the Wenonah High School. Requests made by faculty members for reading lists are given immediate attention by the librarians. In the Hooper City High School the lists are usually compiled by the student assistants and checked by the librarian. There were 12 lists of library resource materials made at the Hooper City High School during the 1953-54 school term, and for the same term in the Wenonah High School, a total of 20 lists of library resource materials were made. Reports regarding cases of work habits were made known to the homeroom teacher of the students in question in both schools.

The assistant principals of the two schools who serve as chairmen of the curriculum committees of their respective schools inform the librarians and teachers of all changes in

the curriculum. Teachers and librarians of the Hooper City High School and the Wenonah High School are encouraged by the principals to participate in all activities pertaining to the teacher-learning program.

Teachers in the two schools are urged by the librarians to suggest titles for purchase in their respective subject fields throughout the school year. These titles are included in book orders when they are made out at the end of each semester. No provision has been made at either school for teachers to participate in weeding the library.

In order to evaluate the library services to meet teacher requests of the Hooper City and Wenonah High Schools, one teacher from every subject area was interviewed and the results revealed the weaknesses of this phase of library work.

Recommendations

The following recommendations are made relative to the improvement of library services to students and teachers:

1. There is a greater need for a larger number of students to participate in the general library program in the selection of titles and in the formulation of library policies in both schools.
2. A manual of instruction of library duties is needed in each school for the student library assistants.
3. A more effective reading guidance program is needed in both schools.
4. More attention should be given to maladjusted students by the librarians. The librarians should

cooperate more with the teachers of such children by discussing with them the childrens' problems as they have been observed in the library.

5. Additional standardized objective tests should be used in testing students on their knowledge of library usage.
6. A closer cooperation on the part of the librarians of the Hooper City High School and the Wenonah High School and the librarians at the Booker T. Washington Branch Public Library should be affected in order for students to take full advantage of the library resources in the community.
7. In both schools, teachers need to give more complete information to students on their library assignments, and the teachers should cooperate with the librarian by giving her advanced information concerning class assignments.
8. All teachers of the two schools should participate more fully in the library program by sending in requests for new titles in their respective subject fields.
9. Provisions should be made by both librarians to have teachers assist in the weeding of the libraries in order to keep the collections as up-to-date as possible.
10. The librarians should make an effort to have available in the Library material needed by

teachers, especially materials which pertain to extra-curricular activities.

11. An adequate system of scheduling is needed so that more class groups may visit the libraries.
12. A more adequate collection of audio-visual material should be provided for each school in order that teachers would not be delayed in borrowing such materials from the Jefferson County Board of Education.

General Use of the Library

In the Hooper City High School the reading room has a seating capacity of 54. There is no conference room. There are two study halls with a seating capacity of 75. Both study halls are on a floor above the Library which does not make them easily accessible. All students have an adequate number of study periods per week. Students are admitted to the Library by passes issued and signed by the teachers granting the permission. The Library is not used for anything other than library purposes. The Library is open during the entire school day for library purposes and fifteen minutes before the opening of school and fifteen minutes after the closing hour. The School Library is not open during the summer months for service and no provision is made for the lending of library materials to teachers and students during the vacation months.

The reading room of the Wenonah High School Library has a seating capacity of 48. It is centrally located on the main floor and is easily accessible to all students in the

School. There is no conference room. All students from the ninth grade through twelfth have ample study periods during the week. The two study halls, each with a seating capacity of 50 are located near the Library. The students are admitted to the Library by submitting passes signed by the teachers. Textbook work is allowed in the Library but not encouraged due to lack of space and students using library materials are given first consideration. The Library is used exclusively for library purposes and is opened during the entire school day and thirty minutes before school and thirty minutes after school. Teachers and students have the privilege of checking out library material to be used during the summer vacation period.

The Hooper City High School Library was used approximately 100 percent of its capacity for all class periods weekly during the 1953-54 school year and about 75 percent of the student body used the Library during a given week. The Wenonah High School Library was used approximately 90 percent of its capacity during the 1953-54 school term and about 93 percent of the student body used the Library during a given week. At the Hooper City High School, groups of students from history classes, science classes, English classes and home economics classes were sent to the Library often. They came for class projects, free reading and browsing. Groups of students from classes of English, classes of history, classes of science and classes of music visited the Wenonah High School Library. They came for the purpose of free

reading, browsing and class projects. Non-use of the library resources at Hooper City High School was attributed to inadequate space, textbook centered instruction and supervised study programs in classrooms. At the Wenonah High School the librarian attributed the non-use of library resources to supervised study programs in the classrooms, use of classroom collections and textbook centered instruction. Librarians at both schools have discussed the non-use of library resources with their respective principals and teachers in faculty meetings. A general lack of interest in reading had been discussed with teachers of English at both schools.

Daily attendance records in the Hooper City High School and the Wenonah High School Libraries are not very meaningful in that they merely indicate numbers, names and departments from which students come.

Teachers in both schools have not used the libraries extensively due to classroom-centered instruction, extra duties outside the classroom, and classroom collections.

In the Hooper City High School Library reserve books, magazines, pamphlets and pictures are withdrawn for overnight use while fiction and non-fiction books are withdrawn for a period of fourteen days. At the Wenonah High School reserve books are not checked out of the Library at anytime while fiction books may be withdrawn for a period of fourteen days; non-fiction books one week and magazines, pamphlets and pictures overnight. Recordings are not available in either school. During the month of October, 1953 the per student

withdrawal at Hooper City High School was slightly more than one book and the per teacher withdrawal was approximately five books. During the same month, 92 magazines were withdrawn, 32 by students and 60 by teachers; 345 pamphlets were taken out; 140 by students and 205 by teachers. Approximately five percent of the teachers at the Hooper City High School withdrew books once a week, 75 percent once a month, 15 percent once a semester and five percent once a school year. During the month of October, 1953 the per student withdrawals in the Wenonah High School Library was slightly more than two books and the per teacher withdrawal was slightly more than five books. During this same month, 80 magazines were withdrawn, 30 by students and 50 by teachers; 223 pamphlets were taken out, 115 by students and 108 by teachers. Approximately 10 percent of the teachers at Wenonah High School withdrew books about once a week, 80 percent once a month, five percent once a semester and five percent once a year.

The circulation records kept by the librarians of the Hooper City High School and the Wenonah High School consisted of totals for printed and non-book materials. The breakdown was according to date, class number with reserve books, fiction, non-fiction distributed according to the ten major Dewey Class numbers, short story collections, biography, magazines, pamphlets and audio-visual materials distributed by types.

Librarians at the Hooper City High School and the Wenonah High School are handicapped at times in their efforts to effectively motivate students in the use of the library and

its resources. Not enough time is spent in direct work with pupils because of the many duties which the librarians have to perform.

Teachers are motivated to use the libraries and their resources of these two schools through individual talks, personal notes from the librarians, individual conferences and visits to subject departmental meetings.

Recommendations

The following recommendations are made relative to the general use of the library:

1. More adequate space is needed in the reading room of the Hooper City High School and the two study halls should be more easily accessible to the Library. The reading room of the Wenonah High School Library should be made more adequate in size to meet the needs of the School enrollment.
2. Provision should be made in the Hooper City High School for students and teachers to borrow library materials to be used during the vacation months.
3. Unused materials in art in the Hooper City High School Library and unused materials in trades in the Wenonah High School Library should be used by students in these respective schools. Teachers should cooperate to motivate students to use such materials.
4. A more meaningful daily attendance record should be kept by the librarians of these two schools.

5. Teachers in both schools should use the libraries more extensively.
6. Recordings at both schools should be available for circulation.
7. Both librarians should spend more time in direct work with pupils.

Staff, Budget and Quarters and Equipment

Staff

The librarian at the Hooper City High School spends 30 hours in the Library weekly and the Wenonah High School librarian works 35 hours weekly. This meets the library standards for school personnel for the state of Alabama. Neither school meets the regional or national standard for personnel in that they do not have a full-time clerical assistant which is required of schools the size of the schools in this study. No provision has been made for the daily free unscheduled period for the librarians in these two schools.

The professional qualifications of both librarians meet the state, regional and national library qualification standards in that they have completed more than 30 semester hours in library service courses taken at a library school accredited by the American Library Association. Their status and salaries are the same as their co-workers with similar professional qualifications. No provisions have been made at the Hooper City High School nor the Wenonah High School for employment nor pay beyond the regular school term.

The librarians of these two schools perform duties outside of the regular library work. In their respective schools they participate in curriculum planning programs, and serve on the home room committee, and the School Library committee. They participate in the School Librarians Workshop in which all librarians employed by the Jefferson County Public School System meet and discuss their common school library problems. Each librarian is advisor to the Library Assistants Club in her respective school. The Hooper City High School librarian does not work with any civic group in the community but the Wenonah High School librarian does work with the Girl Scout Organization in the school community.

Written reports concerning the entire program of the Library program is submitted to the school principal and to the Superintendent of the Jefferson County Public Schools at the close of the school year by the librarians of the Hooper City High School and the Wenonah High School.

Recommendations

The following recommendations are made relative to the staff:

1. The librarians should be paid one month beyond the regular school year and should work this extra month to order and process materials.
2. Each librarian should be given a free scheduled period during the day.
3. A full-time clerical assistant should be employed at each School.

4. The School librarians should inform the librarians at the Public Branch Library about requests which students may make.

Budget

The Hooper City High School and the Wenonah High School librarians are handicapped by insufficient funds. Both school libraries meet the Alabama State and regional standards on expenditures per pupil yet the librarians of these two schools realize that in order to improve the services of the libraries more money must be appropriated for materials. Both school libraries fail to meet the national standard for financial support of the libraries. Audio-visual materials are not provided for in the budget as such materials are secured from the Jefferson County Board of Education. Both librarians realize that in making out the budget it is subject to be curtailed by the Jefferson County Board of Education and that much thought must be given the amount that is finally allotted so that it may be spent as wisely as possible. Fines are not charged for overdue books in these two school libraries.

Recommendations

The following recommendations are made relative to budget:

1. The Jefferson-County Board of Education should appropriate more money per child to insure adequate library service to students and teachers.
2. A budget should be included for audio-visual aids

for each school as the service on audio-visual materials provided by the Jefferson County School Board is inadequate.

Quarters and Equipment

The quarters of the Hooper City High School Library and the Wenonah High School Library do not meet the library standards for quarters as set up by the state of Alabama and the Southern Association of Colleges and Secondary Schools because more seating space is needed. Neither librarian has an office, workroom nor conference room. An attractive appearance characterizes both high school Libraries.

Recommendations

The following recommendations are made relative to quarters and equipment:

1. The library quarters of the Hooper City High School and the Wenonah High School should be expanded to meet the needs of the students of the respective schools.
2. Work rooms, conference rooms and office space are needed in each school.
3. More bulletin boards are needed in both libraries.

The Materials Collection

In the Hooper City High School Library inventory figures taken in June 1953 on the distribution of titles shows that they meet the state and regional standards for the number of books held. From the viewpoint of the needs of the

students and teachers, additional reference materials and duplicate copies of science books and literature books are needed. The quantity of books published within the last five years is fairly well represented in the collection. The collection is strongest in fiction, social science and useful arts. It is weakest in general reference works, language arts, philosophy, religion, geography and travel. Approximately 50 percent of the book collection was purchased within the last five years and 80 percent of the titles in the Library were selected from state and American Library Association approved lists. The librarian feels that the book collection is not well balanced as to the proportion of books in the various classes and that current materials on many subjects are lacking.

Library inventory records acquired in the Wenonah High School in May 1953 revealed that the state and regional standards for high school libraries have been met in regard to the number of titles. The books constitute a balanced collection that meets in part the needs of students and teachers. The collection on a whole seems to be up-to-date because approximately one-third of the titles were published within the last five years; however, more duplicates in certain subject fields are needed. The collection is strongest in books of fiction, social studies, useful arts, biography, science and fine arts. It is weakest in religion, languages and story collection. Standard book selection guides are used for the selection of books that have been approved by

the Southern Association of Colleges and Secondary Schools. Approximately one third of the collection was published within the last five years and all the titles in the collection were selected from state, regional and national approved lists.

There is no provision set up for centralized cataloging of books for the Hooper City High School and the Wenonah High School; however, centralized ordering of books is provided under the direction of the Jefferson County School Library Supervisor. Both school librarians keep a dictionary card catalog which includes author, title and subject cards for all books in the library collection. A loose-leaf accession book is kept by both librarians, a shelf-list is maintained and Cutter numbers are omitted. Both schools meet the standards of the state and Southern Association of Secondary Schools and Colleges in regard to the size and organization of the book collection. Neither school obtains books for use in the school library from other than money approved by the Jefferson County Board of Education. Regular inventory of the school collection is made annually at the Hooper City High School Library in the month of May and semi-annually at the Wenonah High School Library in January and again in the month of May.

The pamphlet materials in the Hooper City High School Library and the Wenonah High School Library are inadequate to meet the interests and needs of the students and teachers of these schools. In the Hooper City High School Library all subject areas are represented in pamphlet materials, but in

no one area is the material sufficient in quantity to serve fully its purpose. In both schools the pamphlet material on hand is up-to-date. Recognized sources are used for selecting pamphlet materials and cards are placed in the catalogs to indicate the vertical file materials by subject.

The newspaper and magazine holdings of the Hooper City and Wenonah High School were selected from approved basic lists, and the total number of magazines in each school meet the state and regional standards but they do not meet the national standard. There is no newspapers and magazines received as gifts listed in the holdings of the Hooper City High School Library but in the Wenonah High School Library four magazines are received regularly as gifts. Both schools subscribe to the leading daily morning paper in Birmingham and two Negro weekly papers with an addition of a Negro national weekly subscribed to by Wenonah High School. A filing system is used in each school to record newspaper and magazine holdings. Magazine and newspaper holdings of both schools meet the needs of the teachers and students.

The Hooper City High School Library and the Wenonah High School Library are inadequate in audio-visual materials. The Schools do not meet the state, regional or national standards for audio-visual materials. The materials do not meet the needs of the students and teachers. Both schools borrow audio-visual material from the Jefferson County Board of Education. There is a possibility of having to wait for materials due to conflicts in the scheduling of materials to other

schools and classes. Both librarians use approved guides for the selection of audio-visual materials and encourage their teachers to use them. All requests made for audio-visual materials are kept by the librarians and also a record of material that is owned by the school. The audio-visual materials are purchased with funds raised by School activities as no provision is made for such purposes in the regular school library budget.

Recommendations

The following recommendations are made relative to the materials collection:

1. Additional materials need to be added to the book collections of the Hooper City High School Library and the Wenonah High School Library to meet the needs of the students and teachers.
2. Duplicate copies are needed in specific subject areas of both schools.
3. More attention should be given to the purchase of books for the retarded reader at both schools.
4. Provisions should be made by the Jefferson County Board of Education for centralized cataloging to be used by all schools in the System.
5. The Hooper City High School Library should use Wilson printed catalog cards.
6. The pamphlet collections of both schools should be increased to meet the needs and demands of teachers and students and the budget should be

sufficiently enlarged to make this possible.

7. Both school libraries should subscribe to the Sunday edition of the New York Times.
8. Both school libraries should begin to build their own audio-visual departments so that such materials may be available for immediate use when requested by teachers.

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